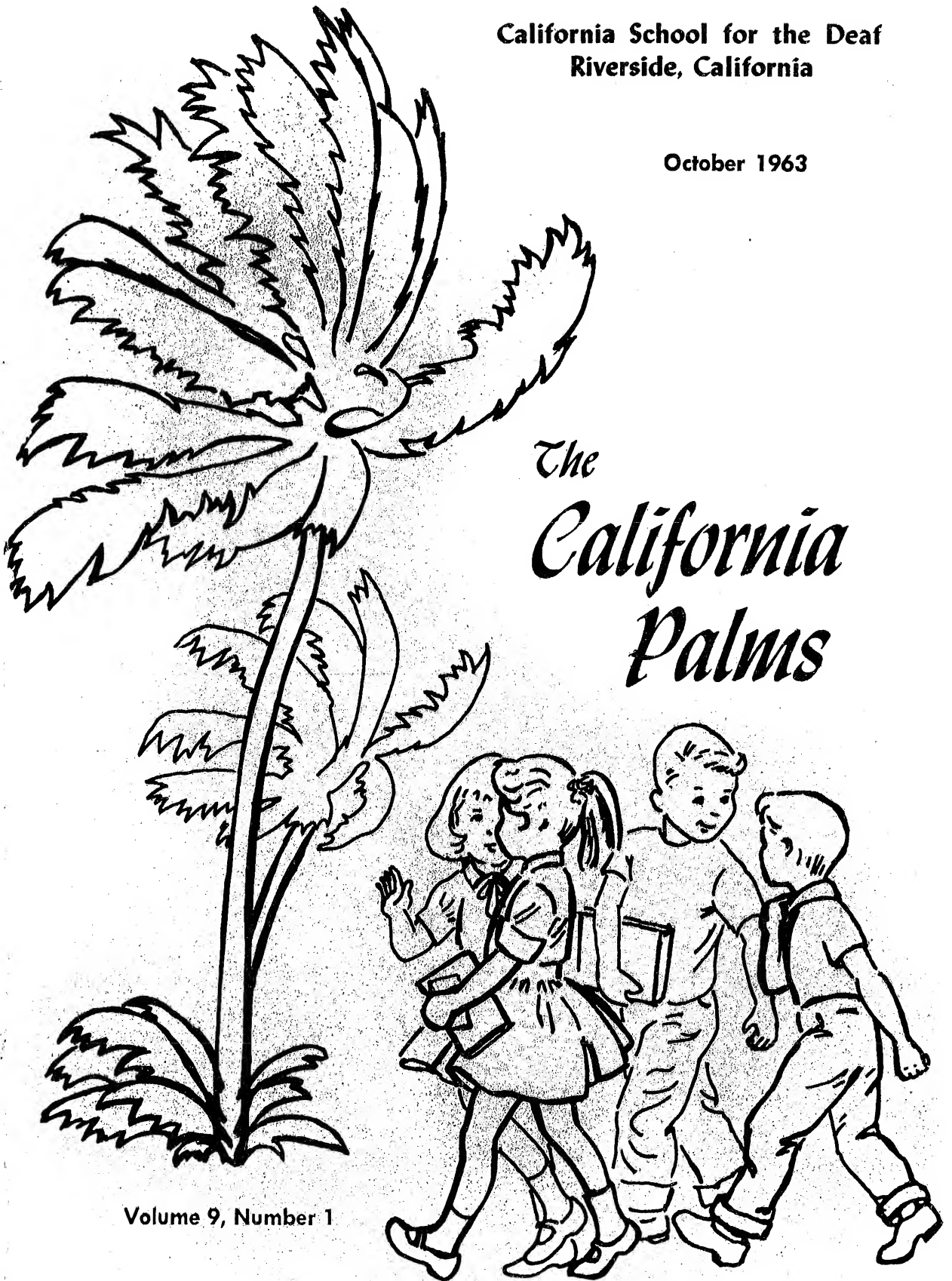


California School for the Deaf
Riverside, California

October 1963

*The
California
Palms*

Volume 9, Number 1



Calendar of Events

November

1—Elementary School Halloween Party

1:30-3:30 Social Hall

3—P.T.C.A. Meeting—Social Hall—3:00

Speaker: Richard G. Brill.

Topic: "Deafness and the Genetic Factor"

6—Girl Scout Troop 175—Cookout at Fairmont Park

20—Lower School Picnic

22—Assembly Program—Social Hall—3:00

Junior High School in charge.

23—Girl Scout Troop 175—Overnight at Camp Lawler.

27—School closes at noon for Thanksgiving holiday.

* See Sports Events page for schedule of games



Curriculum

RICHARD G. BRILL

*A Keynote Address delivered at the
International Congress on Education
of the Deaf, Washington, D. C.,
June 17, 1963*

THE purpose of a Keynote Address, according to Webster's Dictionary, is to present the essential issues of interest to the assembly. Apparently the Keynote Speaker is not required to propose the answers to the problems, but rather his function is to set the scene and perhaps to define certain problems.

In order to be able to communicate properly we must have a common understanding of what we are talking about when we use the word curriculum. The American Council on Education has defined curriculum as follows:

"The **curriculum** may be defined as all the experiences which pupils have while under the direction of the school; thus defined it included both classroom and extra-classroom activities. All such activities should therefore promote the needs and welfare of the individual and of society. **Courses of study** may be defined as that part of the curriculum which is organized for classroom use. They suggest content, procedures, aids and material for the use and guidance of teachers, pupils, and administrators. Thus considered they contain only part of the individual pupil's curriculum. The curriculum and courses of study should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of social institutions." (11)

In order to know what kinds of curriculum should be developed in a particular situation it is first necessary to know what kinds of children the program is being developed for; it is necessary to know the objectives of the educational program; and the objectives are

going to be dependent to some degree upon the society the students are being prepared for.

In California and the other western states where high schools are accredited by the Western Schools and Colleges Association the accreditation of a high school is based on a self-evaluation study. (7) There are specific minimums that a school is supposed to provide for its student body; however, it is recognized that different schools serving different kinds of students in different kinds of communities have different problems and should have different objectives for the total educational program. As a result, in the accreditation process a school must make a very extensive self-evaluation to think through the objectives it has and to try to determine whether its program is designed to meet those objectives. Society changes, knowledge changes, methods of imparting knowledge changes, and our students change; therefore, the curriculum cannot be static but must be continually re-evaluated and continually in a changing state.

The requirements to be eligible to attend a school for deaf children, at least a school for deaf children that is open to the public, probably are covered by the following three items: (a) the child must have reached the minimum age requirement established by the school or state authorities, (b) he must possess normal or near normal intelligence, (c) his hearing impairment must be severe enough to prohibit him from learning to use language and speech satisfactorily without special educational treatment. These basic requirements were probably in effect many years ago and yet a look at today's population of a school

(Continued on Page 12)

The California Palms

Editorial Staff

Mrs. Esther McGarry

Toivo Lindholm

Mrs. Mardell Clay

Mrs. Heidi Hamilton

David McGarry

Mrs. Page Barber

Felix Kowalewski

Thomas Fishler

California School for the Deaf, Riverside

Vol. 9

October 31, 1963

No. 1

"Now Hear This..."

School opens each year with lots of enthusiasm and excitement. Everyone is fresh to start a new school year, to renew friendships interrupted by summer vacations, to share summer experiences with others, and to get back to school work.

On Monday morning, the first day of school, I pointed out the importance of personal appearance, citizenship and dependability. I feel that all three things can be summed up in one word—pride.

A person takes pride in having a clean body, clean clothes, clean shoes, tucked in shirt tails, belted slacks and well groomed hair. Girls should wear a minimum of makeup.

A person takes pride in being a good citizen. Good citizenship means respect for others and their property, good manners, being helpful to those who need help both in the dormitory and in school. A good citizen is someone we all like.

A person takes pride in being dependable. This would mean being on time to school, completing work assignments in the dormitory to the best of your ability, completing your homework assigned to you in school, being truthful and again showing respect for the personal property of others and that of the school. A final thought on dependability would be your responsibility to our athletic program. If you are involved in sports, it becomes your duty to be there when the game is played. This will mean giving up some of those trips home on the weekends.

A good motto for you to adopt this year would be, "We take pride in being a part of CSDR."

James A. Hoxie

Assistant Superintendent

Retirements—

Mrs. Olive Carson, Counselor

The retirement of Mrs. Olive Carson on October 1 left a void on the CSDR campus. Within a very short period of time after join-

ing the CSDR staff in September 1953, she established for herself the name of our "Flower Lady." Mrs. Carson loved everything about flowers: growing, arranging, giving a small bouquet to a friend, or helping with decorations for formal occasions such as graduation.

However, her interests were not confined to this one field for she gave freely and willingly of her time for other projects. She opened her home to groups of boys and girls so that they could have parties away from school. Her name will always be connected with our Student Assistance Fund for she was the person responsible for its establishment.

The boys who have passed through Lassen I were all sorry to see her leave. As one of them said, "Mrs. Carson scolded us but she never became cross with us." Her spirit of dedication and willingness to lend a helping hand wherever needed has, we are confident, had much fine influence on each boy who was fortunate enough to have lived in Lassen I.

Thomas R. Adams, Janitor Foreman

Mr. Thomas R. Adams retired from the California School for the Deaf October 1, 1963 after eleven years of service. Mr. Adams started at CSDR December 15, 1952, and worked as a utility man until school opened in February 1953. He then served as janitor for eight years and he was promoted to janitor foreman in 1960. He retired in this position.

Since farming has always been Mr. Adams' hobby, he now intends to make farming a full time job.

The entire staff of CSDR extends to Mr. Adams its gratitude for faithful service.

Student Assistance Fund

Contributions have been received from:

Mrs. Olive Carson in memory of Ernest Bassett

Mrs. Mina Lucius in memory of Mabel Kepner

Junior High School Faculty

Vocational Department Faculty

Physical Education Department Faculty

Miss Madeline Musmanno

In memory of Mrs. Jessie Annabil (Mrs. Brill's mother)

Junior High School Faculty

Physical Education Department Faculty

Miss Madeline Musmanno

Dr. and Mrs. Richard G. Brill

In memory of Mr. Frederick Rahmlow (Mr. Howard Rahmlow's father)

College Notes

From Gallaudet College—

Twenty-one students from CSDR and two hard-of-hearing girls from Los Angeles boarded an American Airlines jet leaving Los Angeles at 9:15 a.m., September 1. As we flew across the Appalachian Mountains we had a delicious chicken dinner which was difficult to eat because of the very rough flying weather. As we approached Dulles Airport in Washington, D.C., we were surprised to find smog, just like in Los Angeles!

From the airport we were driven to the college in a special bus. We found out there were only a few students who had arrived ahead of us.

During orientation we learned the names and locations of the buildings; took many tests for class placement; became accustomed to campus life; met many new and interesting people and registered for our classes. Orientation lasted two weeks.

As a result of the testing forty preparatory students out of the two hundred and thirty-eight in the preparatory class were placed in the freshmen class. Billy Wales, Eddie Rogers, Kendall Doane and Chris Hunter made it!

Our football season has started and our football team lost two games in a row. The scores were 34-0 against Delaware and 31-0 against New Jersey.

Charles Marsh joined the soccer team and Paul Setzer and I joined the cross country team.

Bill Ramborger is a member of the Gallaudet College Athletic Association and a member of the Men's Governing Council.

Anne Wallis became president of the Women's Athletic Association and secretary of the Women's Governing Council.

Molly Merritt has announced her engagement to Harry McWee from the Western Pennsylvania School for the Deaf. They are both seniors.

That's all for now from your college reporter.

Robert Skedsmo

From Riverside City College—

Summer Session

On June 19 several deaf boys and girls went to R.C.C. for summer school for six weeks. They took English and math under the direction of Mr. Washburn. The students included:

Diane Bates, Cathy Blood, Greg Brown, Shirley Brown, Dan Golden, David Dobrovech, John Eberwein, Dennis Kaufman, David Eccles, Frank Longbotham, Larry Stump, Russell Thexton.

Fall Semester

On September 4 the new freshmen went to R.C.C. for orientation.

On September 5 the college started classes. The students attend different vocational classes but all attend English and history classes for the deaf. These classes are taught by Mr. Washburn and Mr. Mohan.

Some of the new students did not come to R.C.C. from CSDR. Maureen Simmons came from Maine. She formerly attended St. Mary's School for the Deaf in New York State. Georgia Meirel graduated from Poly High School after moving here from Arizona. David Eccles graduated from Hollywood High School. He is hard of hearing. John Eberwein graduated from Bullard High School in Fresno in 1961 and CSDB in 1963.

Students selected different vocational majors. Greg Brown, John Eberwein, Frank Bobitch, John Darby and Mark McCrory are learning drafting. Pat Parsley, David Thordsen, Dan Golden, Dennis Kaufman, Arthur Harper, David Dobrovech, Russell Thexton, and I are studying graphic arts. "Graphic Arts" is not only printing but is also photography and offset printing. Diane Bates, David Eccles, Maureen Simmons, Georgia Meirel, Shirley Brown and Larry Stump are taking business arts. Skippy Mangum is taking auto mechanics. Jeanne Raub is majoring in commercial art.

Arthur Harper was married to Opal Keim from Nebraska this summer. She was graduated from the Nebraska School for the Deaf in 1962. They are living in Riverside.

Frank Bobitch has been engaged to Susan Courtney since last July.

David Thordsen was married to Pat Wagner last July. She graduated from Ramona High School.

Frank Longbotham

Cover Design

The cover design was planned and worked out in Commercial Art class by David Strange. The lithographing was done by the offset class.

Senior Palms

New Students

To the brand new students entering high School, we extend a warm welcome and hope they will be happy here.

These students were interviewed by Janet Quane and Jack Lamberton.

The youngest of our new students is MICHELLE CRAIG. Born into a family of five brothers and three sisters, she and a four year old brother are deaf. She attended classes for the deaf in public schools before entering CSDR. Michelle enjoys collecting pennies and stamps; she also likes to paint.

GARY JEFFUS is a native of California, born in Fullerton sixteen years ago. Gary has four siblings and one of his younger brothers is also deaf. Gary attended classes for the deaf in public schools until his transfer to CSDR. Hot rods are Gary's weakness.

JUDITH JOINER is one of the two new students coming from another residential school to CSDR. She was born deaf seventeen years ago and prior to coming west, she attended the Illinois School for the Deaf in Jacksonville. Judith enjoys sports.

JOHN LEVAR entered CSDR three weeks after school opened. He is seventeen years old and is the youngest of eight children. John attended the Mary E. Bennett School for five years, and then classes for the deaf in several public schools before he came to us. John enjoys playing basketball.

JENNIFER MARKEE is seventeen years old, is a native of California, and is hard of hearing. She has been to classes for the deaf in several public schools before entering CSDR. Sewing and swimming are two things that Jennifer enjoys.

Sixteen year old CONNIE PAINE was born deaf. She attended the John Tracy Clinic and Mary E. Bennett Schools before going on to the Birmingham Junior High in Van Nuys, and then coming to CSDR. Connie is an only child. She is interested in collecting stamps.

ROSEMARY PIAZZA is sixteen years old and she was born deaf; she is an only child. A native of Los Angeles, she attended classes for the deaf in public schools before entering CSDR. She has many interests but her favorite is sewing.

BONNIE SCHWARTZ is seventeen years old and was born in Chicago, Illinois. She attended two schools in that city before moving to

Los Angeles where she attended the Roosevelt Junior High School prior to being transferred to CSDR. Bonnie likes watching television and reading books. She has a brother attending our Junior High School.

BILLY TOLLISON hails from Sparta, Tennessee, and he will be seventeen in November. He was born deaf but has a younger brother who can hear. At the age of five Billy's first year of school was at the Tennessee School for the Deaf; then he spent eleven years at the Texas School for the Deaf before coming to CSDR. Billy is an expert in his hobby, coin collecting.

Random Notes

After working hard and doing odd jobs for his father, Dale Ice became the proud owner of a Honda motorcycle. He had fun driving it to visit his friends who lived far from his home.

A number of students got together not long ago and had an unusual party. Some students brought over their movies taken at school. It took four hours to show all the films!

Just before school opened Tony Hackett worked at an auction where horses and horse equipment were being auctioned. His job was to lead a horse to a certain place where there was a ready rider before the animal was auctioned off. One young colt was sold for \$1000.

And last but not least, we welcome the former Junior High School students who have moved up into High School. We hope they realize that they have only a short way now to go before graduation, and that they will work hard each day to learn all they can.

Trip to Hawaii

My family had a two weeks vacation in Hawaii. We went by steamship which took four and a half days. I was seasick for only one day. On other days I went swimming on the ship. The water was 63 degrees.

After our ship docked at Honolulu, Oahu, we took a motel for five days. I went down to the beach to go surfing. The waves were about ten feet high.

We went to the island of Maui and we visited a pineapple field. A man said that the pineapple becomes ripe in 18 to 24 months. We saw a sugar cane field. The canes were almost seven feet high. They are cut down when they are two years old.

We also went to the island of Hawaii. We

saw the volcano which erupted in 1958, 1959 and 1960.

We visited Kauai Island for two days. We stayed in a large motel which was about 12 stories high. The first evening it rained very hard but it only lasted about five minutes. This island has a rainfall of about 300 to 400 inches each year.

From Kauai we went to Oahu for a couple of hours. Then we got on a jet for home. It was a wonderful trip.

Steven Stratemeyer

Kiwanis Barbecue Helpers

The Kiwanis Club held its annual barbecue turkey dinner at Fairmount Park one evening in September. The donations received were to help with the Youth Service and Welfare Fund. Some of the boys and girls from our school went to help because the club members thought that we had been good helpers the year before.

Some of the boys and girls sold soft drinks while others passed out programs of the event. More than 1,300 people turned up. After everyone had been served, we boys and girls ate. We all sat on the grass where it was cool, because it had been hot all day. Soon after we began eating, there was much lightning in the sky, and it lighted up the park. However, much to our relief, it did not rain. We students had a wonderful time even though we worked hard.

Michelle Craig

A New Experience

This past summer I was a volunteer worker at the Hope for Hearing Foundation. I worked under Dr. John C. Moncur. I was an assistant to the teacher of deaf children. Most of the time I was with Miss Knudson and the children with whom she worked. I enjoyed working with the teachers.

The last two weeks I worked in the office of the volunteers. Whenever the telephone rang a volunteer had to answer it. Then I would put the patient's name on a schedule sheet. After that I would go to the admissions office to take the patient to the clinical laboratory. I would have to return to the volunteers' office again to wait for a call from the laboratory. Then I would go back to the laboratory and take the patient to whatever building he had to go.

I also worked in the maternity ward and filled out birth certificates. I did typing and filing in the Department of Anatomy office and in the Autopsy office. I once traced about

twenty-two enlarged pictures of a fly's eye.

Sometimes I would babysit with children while their parents went to visit someone on the campus. I really learned a great deal from these new experiences.

Sue Cameron

Junior Class News

The Class of 1965 had its first meeting this past spring, when class officers were elected. They are: Burton Quartermus, president; Pat Moran, vice president; Nancy Burrell, secretary; Dale Ice, treasurer (boys); Loretta Conti, treasurer (girls).

We discussed our many responsibilities and the need to earn money for our senior yearbook, our trip to Catalina and our various graduation expenses. We took over the job of selling candy on the campus from the out-going Junior Class, shortly after spring vacation.

This fall President Quartermus has held two meetings to discuss possible ways in which to earn more money during the school year. Every class member will have an opportunity to help sell candy at school during recess or at our home football games and also at the five home games at Riverside City College. Thirty-nine students and twenty teachers were present at the first Riverside City College game to aid the Junior Class in their effort.

Christmas items are on sale in the teachers' lounges, the counselors' lounges and will be on sale at the PTCA meeting on November 3.

Please help us have a successful year.

Nancy Burrell

Secretary

Senior Class News

As seniors we realize we have many responsibilities and a great deal of work to do before graduation next June.

We got off to an early start by having our first class meeting on the third day after school started in September. We decided to keep the same officers we had last year.

President: Dick Ramborger

Vice-president: Marsha Sandusky

Secretary: Walter Cook

Treasurer: Jim Hernandez

We had our graduation pictures taken at Ingham Studio on October 1. We are anxious to see the results! We are pleased to report that no one broke the camera! Our class rings arrived and those who purchased them are very pleased with the design.

Walter Cook

Secretary

Junior Palms

The Junior High School has one teacher new to CSDR this year, and one teacher new to the department as well as 25 pupils new to CSDR.

This issue of the Junior Palms is devoted to introducing our readers to our newcomers.

AUTOBIOGRAPHIES

My name is **Thomas Nash Green**. I was born on January 27, 1948, at Camp Lejeune, North Carolina. I have a thirteen year old sister but no brothers. I have brown hair and blue eyes. I was born deaf.

When I was four years old, my family moved to San Diego and I entered the Alice Birney School. I stayed in that school four years. My father, who is in the Marines, was transferred to Maryland and I attended the Maryland School for the Deaf for two years. Then my father was transferred to North Carolina and I attended the School for the Deaf in Morganton for five years. Then in June 1963, my father was transferred to Camp Pendleton, California, and I enrolled at CSDR. I am in Class J which has four boys and six girls. I like my new friends and am happy here.

My hobby is collecting pennants. I have about seventy-five different ones. Swimming is my favorite sport.

My ambition is to go to Gallaudet College and get a good job.

My name is **Carol Delikta**. I was born in Michigan. When I was five years old, I moved to California from Michigan.

When I was five years old I started to Mary E. Bennett. I rode to school on the bus. I did not like it because I rode for two hours.

I have two sisters and one brother. They are hearing. Their names are Kathy, Janet and Chris.

My name is **Margaret O'Reilly**. People call me Peggy. I was born in Ireland, June 21, 1950. I was five years old when my family and I moved to Los Angeles. I went to the Mary E. Bennett School there. This year I am in Junior High School Class G at the School for the Deaf here in Riverside. My favorite class is speech. My brother, Tony, is 12 years old. My sister, Deirdre, is 14 years old.

My name is **Gary Meier**. I was born in Kansas. I have brown hair and eyes. I was born with a hearing loss.

I went to school in Kansas for about six years. Then I went to the New Mexico School for the Deaf for about two years. I came to California because my father wanted to work with my uncle. I went to school in Torrance last year.

I like basketball, baseball, ice skating, swimming, surfing, and skiing.

My ambition is to be a contractor and build houses and apartments just like my father.

My name is **Lynne Voegle**. I was born in South Dakota. My grandmother lives in South Dakota and my cousin, uncle and aunt also live there.

My aunt is a deaf girl. Her name is Elaine and she is 19 years old. She goes to Gallaudet College in Washington, D.C. I want to go to Gallaudet College after I finish High School.

I like oil painting for a hobby and I like to dance.

My name is **Gene Elizabeth Fischer**. I was born August 3, 1948, in Altadena, California. My eyes are green and my hair is light brown. I have two brothers and one sister.

I went to John Tracy Clinic from the time I was two and a half years old to five years old. Then after several years I graduated from that school and attended Mary E. Bennett for seven years. I graduated from Mary E. Bennett and entered Le Conte Junior High School. From Le Conte I came to CSDR. I am in Class K in Junior High School. I like my new school very much.

My name is **Scott Kramer**. I was born deaf and was a premature baby. I wore a hearing aid when I was one year old.

My mother taught me for more than three years how to read lips. Now I can read lips very well.

My hobby is coin collecting and I collect nickels, dimes and pennies. A year ago I started to make models. Now I don't feel like making models. I think I'd better start working with lumber or doing other things.

Last year I went to Mary E. Bennett in L.A. I'd been there for seven years.

My name is **Marilouise Hale**. I was born October 29, 1948 in Philadelphia, Pennsylvania. I became deaf from a high fever when I was about two or three years old.

I don't remember the name of the first school I attended. I went to the Mt. Airy School for the Deaf in Pennsylvania when I was nine years old. My family moved to Westminster, California, in February, 1963. I stayed at home with my family because I could not enroll at CSDR until September. I like CSDR very much.

Basketball is my favorite sport. Maybe I will be on the girls' basketball team. If I make the team, I will try hard to be a good player.

My name is **David Michael Trexler**. I was born in Osaka, Japan. My birthday is September 19. I am fourteen years old now. I have brown hair and blue eyes. I have one brother and one sister.

My family and I returned to the United States when I was two years old. When I was four years old I went to a hospital in Reading, Pennsylvania, to have my tonsils removed. After the operation the doctors found that I had a hearing loss.

I went to Roosevelt Elementary Day Class for the Deaf in Burlingame, California. Then my family moved to Cheverly, Maryland, and I attended the Happy Acres Elementary School. After the sixth grade I went to Bladensburg Junior High School for seven months, then I quit. We came to California in 1963. I went to Central Junior High School in Riverside, then after summer vacation I came to CSDR.

My hobby is bird watching. I enjoy my hobby very much. My ambition is to be an ornithologist when I finish college.

My name is **Sharon Stevens**. On September 10, 1950, I was born in Glendale, California.

When I was five years old, I burned my leg on the stove. My mother rolled me in a blanket. She carried me to the hospital. I stayed there eight weeks.

My hobbies are knitting, sewing and riding my bike.

My name is **Debbie Morgan**. I was born deaf on August 10, 1949, in Santa Monica.

I went to Mary E. Bennett School from 1953 to 1963. I was five years old when I started.

My favorite sports are water-skiing and surfing. I have water-skied on one ski.

My ambition is to work in a beauty shop.

Editor's Note:

These Autobiographies of new students will be continued in the December issue.

Elementary School News

NEW STUDENTS

My name is Sharon Marcella Frazier. I am eleven years old. I have black hair and brown eyes. I am five feet five inches tall.

I have one brother. His name is Michael. He is in the Army.

I live in Los Angeles, California.

Sharon Frazier

My name is Sandy Sue Meier. I am eleven years old. I have brown hair and blue eyes. I have five brothers and seven sisters.

I live in Torrance, California. I like the California School for the Deaf in Riverside.

Sandra Meier

My name is Everline Gay Arrington. I am eleven years old. I have black hair and blue eyes. I went to Hyde Park School last year.

Everline Arrington

My name is Billy Stohr. I was born in Pennsylvania. I am eleven years old. I have brown hair and brown eyes. I am four feet six inches tall. I live in Bellflower.

Last year I went to Roosevelt School in Compton, California.

I have two brothers. I have a new house. I have a new car. I have a new bicycle. I have two cats, two dogs and a bird at home.

Billy Stohr

I live in Van Nuys. I have one brother. I went to Mary E. Bennett School for several years. I like to go to P.E. We play basketball.

Sharon Noss

I am thirteen years old. My sister is eleven years old. I have two brothers; one brother is eight years old and the other is two years old.

I have two dogs. Their names are Blondie and Cindy.

I like it here. I went to Lindbergh School in San Diego last year.

Joanne Taylor

I have four brothers and no sisters. I went to the Oregon State School for the Deaf last year. I live in Perris now.

I like hamburgers. I like football, baseball, basketball and track.

Brooks Harryman

My name is David Witchell. I am ten years old. I live in La Puente, California. I have two sisters.

David Witchell

My name is Norma Weaver. I am ten years old. I live in Chino, California. I have three sisters. I have two brothers. I have a pony. I like my pony. I have a dog. My dog's name is Sam.

Norma Weaver

My name is Jimmy Curtis. I have green eyes and brown hair.

My home is in Encino, California.

I have a deaf brother. His name is Kenny Curtis. He is here in Junior High School.

Last year I was in the Mary E. Bennett School.

I have many pets. I like to watch television.

Jimmy Curtis

I was born in Kansas City, Missouri. I am eleven years old. I like dancing, swimming and gym. Kansas is my favorite state. I have two brothers and no sisters. I have six young cousins, three aunts and three uncles.

Janice Garey

My name is Stephen Longo. I am ten years old. I was born in Maryland in 1952. I went to Clarke School in Massachusetts and Larrymore School in Norfolk, Virginia.

My dad and mother brought me to school in the car September 11. My father carried my suitcase into the dorm. My dorm is Rubidoux I. My room is 5 and my bed is number 4. A big boy took my parents and me to

Mrs. Tennis' office. Mrs. Tennis took us to Mrs. Hritz's room. I said goodbye to my parents. I stayed in Mrs. Hritz's room and worked until 3:30. Then I went to the dorm with the other children.

Stephen Longo

My father is a major in the U.S.A.F. I have no brothers. I have three sisters. One sister is married.

I lived in Germany for a year. It was interesting in Germany. I lived in Wiesbaden, Germany. My school was Frankfort Elementary School No. 2. I got up at 6:00 a.m. Then at 7:00 the USAF car came to take me to school. My class was small. There were eight children. We were all of different ages. Miss Herlihy, who used to teach at CSDR, was my teacher.

Robert Burns

I have one sister and her name is Linda Vail Powell. Linda's birthday is January 5. Linda and I love our home and our many friends. I have two cats and three kittens. My father will buy a German shepherd dog.

I like to ride horses, swim, dive, dance and rollerskate. I like to go water-skiing; I can ski on one ski and turn around on it.

I went to Mary E. Bennett School for seven years. I came to the California School for the Deaf, Riverside this year. I like it here.

Kathy Powell

SUMMER FUN

Disneyland

We went to Disneyland last June. We took some rides. We had fun. I met Mr. Reel there. He worked here two years ago. I was surprised to see him.

Ronnie Bryan

Bird Eggs

I saw four bird eggs in a nest in a tree last summer. I climbed up the tree. The mother bird was cross. It flew over my head. I got down.

Danny Villavicencio

Morro Bay

My family went to Morro Bay last August. My father, my sister and I put up a tent. I was tired but I was happy. We ate lunch. I went swimming. The water was cold. We slept in the tent. We had fun.

Mary Winter

A Trip

My family and I went to the San Diego Zoo one Saturday. We rode around the zoo in a bus. Then we walked around and looked at the animals and birds. I liked the penguins best.

Debra Butterfield

Summer Vacation

One day in August my family and I got up very early (it was only 4 o'clock). We went to Sacramento. We visited Governor Brown's office in the Capitol. Then we found a motel and stayed there overnight. The next morning we drove to Clear Lake Highlands. Some of our friends stayed in Clear Lake Park for a week. We stayed there for two weeks. Then we went to San Francisco. We crossed two bridges. In Berkeley we saw the California School for the Deaf and the California School for the Blind.

Judy Blair

My Trip to Colorado

In June my family drove to Colorado. We got there in three days. We went to my mother's house first. Then we went to see my grandmother. I was very happy. I stayed there for a week and four days. Then I went to Wyoming to see my other grandmother. She has a farm. I stayed for a day. I saw cows, turkeys, hens, roosters and rabbits. I petted the animals. I gathered seven eggs from the hens. Then the rooster chased me.

My cousin took me for a motorcycle ride. I had fun. I was happy. After the visit my family came back to California.

Mike Miller

Lower School News

Our New Friends in Lower School

In September
When summer ends,
We come to school
And make new friends

Class "A"

There are fifteen children in our kindergarten this year. Three of them, Johnny Finley from Riverside, Ricky Gray from Highgrove and Debbie Williams from Nuevo, attended our pre-school for a short time last year.

Six of our children have older brothers and sisters attending our school, too. Maurice Abenchuchan has three brothers, Genaro, Isaac and Jose; Donna Pratt has a sister, Fay; John DuQuin has a sister, Karen; Johnny Finley has a brother, Rocky; Cheryl Millwee has a sister, Pam; and Paul Delgrolice has a sister, Diane.

Twelve kindergarten children new to our school are: Maurice Abenchuchan from Los Angeles, Larry Adams from Pasadena, Mark Aguirre from San Diego, Gerry Bragg from Los Angeles, Gordon Cook from Barstow, Paul Delgrolice from Upland, John DuQuin from Garden Grove, Steven Kelly from Long Beach, Roger Lewis from Spring Valley, Cheryl Millwee from Las Vegas, Donna Pratt from El

Monte and David Smith from Rialto.

We are looking forward to a happy year together.

Class "B"

There are six girls and two boys in Class "B." Their names are Paula Collette, Tina DiGiacomo, Diana Harrington, Emily Martin, Kenny Roberts, Christy Selby, Paulette Sottak and Robby Woodard. All are either five or six years old.

Kenny and Paulette attended John Tracy Clinic together for three years. Last year Paulette attended pre-school here with Robby and Paula. Kenny went to Roosevelt School in Compton. Emily went to Horace Mann School in Boston before moving to Hemet. Tina, Christy and Diana have also attended pre-school; Tina in Fresno, Christy in Oklahoma and Diana in Los Angeles.

Robby, Paula and Kenny live in Riverside and are day pupils. Paulette is from Ontario and Christy from Rubidoux. Tina lives in Walnut and Diana in La Puente.

Class "D"

We have two new children. Rickie Barker is from Riverside. She is seven years old. She went to the Whitmore School in Ceres before.

Mike Farnady is from Whittier. He is seven years old. He went to the John Tracy School, the Cresson School and the Jersey Avenue School before.

We are happy to have them in our room.

Class "E"

There are five new students in Class "E," four girls and one boy.

Lisa Assolin lives in Chula Vista. She is seven years old and previously attended Rolando School, La Mesa, California.

Cathy Bartlett lives in Lawndale. She is seven years old and previously attended the William Anderson School in Lawndale.

Frances Evanston lives in Riverside. She is seven years old and has had no previous schooling.

Terry Grohs lives in San Gabriel. She is six years old and previously attended Mary E. Bennett School in Los Angeles.

Class "G"

Katherine E. Gaines is the new girl in our class. She is nine years old. Kathy attended school in Wisconsin, Kansas and Illinois before coming to CSDR. We are happy to have her in our class.

Jimmy Hanna lives in Torrance. He is six years old and previously attended the Anderson School in Lawndale and the Mark Twain School in San Diego.

Class "J"

We have two girls and six boys in our class. Three of the boys and two of the girls are new to the school. The girls are Estella Lugo and Marjorie New. The boys are Paul Simons, Jimmy Yingst and Billy Noftsgar. Estella was born in Mexico and went to school for a year in Borrego Elementary School in Borrego Springs, California. Marjorie was born in Japan. She went to school in France for three years. She now lives in Barstow. Paul comes from Santa Fe Springs where he went to school for four years. Jimmy went to school in Vista, California, for two years and then moved to Escondido where he went to school for six months before he came to Riverside. Billy lives in Long Beach. Before going to Long Beach he went to school for four years in Compton, California. He also went to school in Sacramento. They are all eight years old.

Class "L"

There are two new girls in Class "L." They are Karen Beck and Carol Fry. Karen is eight years old. She went to school in South Dakota before moving to Riverside. Carol will be eight years old in October. She went to school for three years in Buena Park. She lives in La Habra.

Vocational Palms

Power Sewing

The power sewing class is starting the semester with a project for the printing shop. This consists of making shop aprons for the printing class. The girls are learning how to set pockets, make hems and sew flat fell seams while sewing the aprons. The techniques of cutting, laying out the fabric, handling the shears and recognizing the grain of the fabric are all involved in this project.

The class is also working on the first box of clothes for the Community Hospital.

Homemaking

The homemaking classes are divided into two groups this year. A primary sewing and needlecraft course is being taken by the girls in homemaking for their first year. Many of the girls have shown a real talent for artistic hand work.

They are currently working with yarn on burlap in original designs of embroidery to be used as wall hangings. Before the year ends they will have gained some skill at working at the sewing machine. Their sewing projects will include skirts, blouses, aprons, shifts and purses.

Celebrity Program

On Thursday, October 17 at 12:30 noon Mr. Howard Rahmlow, Vocational Supervising Teacher, appeared on radio station KACE, Riverside. The talk was a part of the "Employ the Handicapped" program and in addition to being aired "live" it was also rebroadcast on Sunday, October 20, on both AM and FM frequencies.

The program named "Celebrity Spotlight" was made up of a number of men from the Riverside area representing employers, special agencies working with the handicapped and educational agencies. Mr. Rahmlow represented the educational agencies and talked for approximately five minutes concerning the California School for the Deaf with the major emphasis being on the vocational training aspects of our school.

KEYNOTE—

for the deaf finds us with quite a different type of group than we had a few years back. In a study of the causes of deafness published in the *Volta Review* in 1961, it was pointed out that in nearly all studies published up to

1950 that between 40 and 50 percent of the children in the schools for the deaf were classified as having adventitious deafness. (3) More recent studies made at the California School for the Deaf indicate not more than 31 percent being exogenous cases and less than 10 percent of the total number being post-lingually deaf. The findings at the California School for the Deaf are verified by comparison with figures taken from the annual reports of the Clarke School and annual reports of the Western Pennsylvania School which shows that this is not merely a local phenomenon. We know the reason to be the fact that the use of the antibiotics since their discovery in 1941 have resulted in not having very many children who are deaf as a result of childhood diseases. Those we have are the few who are deaf as a result of meningitis, rubella, Rh incompatibility, and some birth injuries.

In terms of the curriculum this means most schools for the deaf have very few children with an actual language background or an actual speech background because almost all their children are pre-lingually deaf. This is in contrast to a few years ago when a large percentage of the children in the schools for the deaf were post-lingually deaf.

Another study that has been carried on at the California School for the Deaf at Riverside and accepted for publication in the *American Annals of the Deaf* this fall points out the much greater number of children who are deaf from genetic causes with a strong possibility that there will be a much greater transmission of deafness by heredity in the future than there has been in the past. (2) This is because with the reduction in the cases of adventitious deafness the likelihood of genetically deaf individuals marrying other genetically deaf individuals and thus transmitting the deafness is thereby increased. This factor too has a bearing on the curriculum. In an article by Southall on "How Do Children Learn?" a statement is made, "the curriculum must always be equally concerned with the physical, social and emotional, as well as the intellectual growth of the child. (15) It must always be kept in mind that the rate of learning and the amount of retention is directly proportionate to the emotional satisfaction or dissatisfaction accompanying the learning."

In Riverside we made a study of the adjustment of three groups of deaf children. (1) There were three matched groups with one group of children being composed of those who had deaf parents, another group being

those having deaf siblings but hearing parents, and the third group was composed of the single deaf child in a family with hearing parents. An interesting and pertinent finding was the fact that while the sample of deaf children of deaf parents had an average adjustment score that was just about the same as all other deaf children, an analysis of their scores found that actually these children fell at the two extremes. In other words, some deaf children of deaf parents are extremely well adjusted and as a group are much better adjusted than the other deaf children in the other two groups. On the other hand, there was another group of deaf children of deaf parents who were extremely poorly adjusted; much more poorly adjusted than most of the rest in the other two groups. Not many actually had average adjustment scores. Thus the deaf children of deaf parents fell at the two extremes which is the reason why their average was about the same as the others. An analysis of the two groups showed that the deaf children of deaf parents who were well adjusted had deaf parents who were well adjusted and who were good parents. The deaf children who were more poorly adjusted had parents who were poorly adjusted and this created a problem to the children. One might say that there is nothing startling about this finding, except for the fact that the well adjusted deaf parent had deaf children who on the whole were much better adjusted than the deaf children of hearing parents. The implications of this for the general curriculum seems to be that schools should recognize their responsibility for much more than just the fundamental subjects and try to work out ways, if possible, to prepare deaf students to become good parents. This means some understanding of child care, child psychology, and some understanding of the responsibility of parents. It may well be pointed out that when deaf youngsters are of school age, they are not ready for this kind of teaching because of lack of maturation and because they feel they have no need for it. This is quite possibly true, but it further emphasizes a need for adult education which will be considered more in detail later in this paper.

We have had many reports in the literature as well as reports in our professional organizational meetings about the great increase in the number of multiply handicapped deaf children in our schools in recent years. This has accompanied the reduction in the number of

post-lingually deaf children and the similar reduction in the number of hard of hearing children in contrast to the deaf children that we have in many of our schools. While the explanation of the great increase in the number of multiply handicapped children seems to be universally accepted that it is a result of recent medical techniques to keep children alive, and possibly the use of more recent drugs in bringing about neurological changes, there seems to be very little factual data submitted to verify this without question of a doubt. There is a possibility that the proportion of multiply handicapped children is greater now due to the decrease in the number of post-lingually deaf, but the actual increase in numbers is due only to the total population expanding at an increasing rate. Regardless of the cause it is unquestionably true that the multiply handicapped deaf child, and particularly the deaf child whose symptoms are those of hyperactivity and an apparent inability to retain language when taught by the methods that have customarily been used, is a definite problem. The question does not seem to be settled as to whether such children are properly placed in a school for the deaf, although it is generally agreed that the methods to be used in the curriculum must be different than for what we have commonly known as the typical deaf child.

An interesting area of investigation in our field would be to see how many of these children, previously referred to as multiply handicapped, neurologically impaired deaf children, would be diagnosed as not having dominant laterality as described by Carl H. Delacato, and then how many of such children would respond to the type of training he advocates to develop dominance of the eye, the hand, and the foot on the same side. (9) A study along these lines might very well bring about a major change in the curriculum, particularly for many of those children now commonly referred to as multiply handicapped deaf children.

Another study that we did at the California School for the Deaf in Riverside is concerned with the relationship between the Wechsler Intelligence scores for deaf children to their academic achievement. (5) A major finding of this study was that the effect of the handicap of deafness on the academic achievement of deaf children was similar to the lowering of the I.Q. by ten points. We think ordinarily that a person with normal hearing and an I.Q. of 100 should be able to obtain an acad-

emic diploma from high school. On the whole, deaf children require an I.Q. of 110 to graduate with an academic diploma. Many hearing students go on to college with an I.Q. from 110 to 115, but for deaf students to go on to college and to have much chance to be successful in college, they are more likely to require an average I.Q. of 120. Working toward the other end of the scale we would expect that a high school student with normal hearing would be able to graduate in a vocational field with an I.Q. around 90, which is at the lower end of the average group. Vocational graduates who are deaf had an average Wechsler I.Q. of nearly 102; and the group having an average I.Q. of 90 were able to obtain only a certificate of completion, which was not a diploma.

These findings should have a bearing on the school curriculum, and particularly the findings should influence the appropriate placement in the school setting of the child with a lower I.Q. At least with the present methods we are using in much of our teaching, the objectives we have set up for many of our children whose measure of intelligence is between 80 and 85 is much too high. The limited academic achievement capabilities of a hearing child with an I.Q. between 70 and 75 are fairly well recognized. It would be much more realistic to think of the deaf child's capabilities, if the deaf child has an I.Q. between 80 and 85, as being about the same as a hearing child with an I.Q. between 70 and 75. When this is recognized the curriculum for slower learning children might be quite radically changed. This is particularly true in the whole process of learning language in all its forms, both expressive and receptive.

In terms of curriculum the next area to turn our attention to is that of the methods of teaching. Here we are not concerned with the methods of communication used in teaching. All too often and for too many years people who should know better have confused methods of teaching. Schools have been referred to as oral schools or manual schools or combined method schools and frequently a teacher will say that the reason she cannot teach manually is because she has not been trained in the method of teaching manually. A manual method or a combined or a simultaneous method refers only and exclusively to the means of communication used between teacher and pupil, pupil and teacher, and pupil and pupil. It has absolutely nothing to do with the methodology of teaching. A good teacher will

use a good methodology, and the methodology of the teaching has nothing to do with the methodology of the communication.

In all areas of education we have had a wide spread renewal of concern for the quality and the intellectual aims of education. A common question is, "What shall we teach and to what end?" The answer to the question seems to be that we should teach the useful which includes both skills and general understanding, and we should also teach the ornamental which includes the arts. (6)

It has been common knowledge among teachers of the deaf for many years that on the whole deaf people tend to be literal minded. Teachers of the deaf have also long known that it is extremely difficult to teach the abstract to the deaf. Powrie Doctor has written a very well-known article on this point. (10) While we know the result, it is not always quite so clear as to the reason for the result. Probably there is no one reason, but perhaps we have not given full consideration to all of the possible reasons. The basic reason is, of course, the language handicap itself. In teaching language it is necessary to start with the concrete, and it is difficult to move from the concrete to the abstract, and the general language limitations of all too many deaf people have contributed greatly to literalness and lack of abstract thinking. But perhaps the methods used in teaching language and particularly the methods used in teaching speech have also contributed to this. When analytical methods are used, which by very definition require preciseness, and where there is really only one right way and everything else is wrong, they may have contributed to the literalness of many deaf individuals.

And then the method of communication used may have had its influence although I reiterate that method of communication and method of education are not the same things. However, the child with normal hearing goes through an extensive period of asking "why" questions. Many of the why questions cannot even be answered, at least to the child of the age who asks them, such as "Why is the grass green?" Often the hearing child who is asking so many "why" questions does not really care whether he gets an answer or not, but is really more interested in hearing himself talk. Nevertheless, he is getting many answers and the hearing child's faulty knowledge of language is not preventing him from continually having his mind stimulated. When the deaf child does not have the basic language to ask

Special--

1963 marked the tenth anniversary of the California School for the Deaf at Riverside. In recognition of this milestone, the California Assembly passed a resolution commending the work done by the administrators, teachers and staff of the school.

This resolution, which was sponsored by Mr. Gordon Cologne, assemblyman from the 74th District, Riverside County, is reproduced on the following pages.

—EDITOR

Assembly, California Legislature, 1963 Regular Session

Resolution

Commending the California School for the Deaf at Riverside

By Honorable Gordon Cologne of the Seventy-fourth District

WHEREAS, The California School for the Deaf at Riverside has completed its 10th year of successful educational endeavor under the administration of Richard G. Brill, supported by a dedicated faculty; and

WHEREAS, In the past 10 years the School for the Deaf has had over 1,200 students in attendance and in its 10th year has had an enrollment of 520 students; and

WHEREAS, 199 students have graduated from the School for the Deaf, 51 of whom have entered a college and 38 of whom have entered California junior colleges; and

WHEREAS, The records show that the School for the Deaf has provided an excellent education for the deaf and hard-of-hearing children of California and has offered to these people the best in school environment, homelike atmosphere and the dedication of a fine and experienced faculty whose devotion to the cause of this vital service places them among the finest educators in the State; and

WHEREAS, The teachers, counselors and administrators of the School for the Deaf have continually improved their professional skills in order that they may contribute the maximum benefits to the children under their charge; and

WHEREAS, All the staff, teachers, counselors and administrators have taken a personal interest in the varied problems of the children they train, above and beyond the normal requirements of their profession, and have enthusiastically given their extra time and energies to the educational, emotional and physical development of their students, evidencing devotion to a cause worth more to these children than any salary can compensate; now, therefore, be it

Resolved by the Assembly of the State of California, That the California School for the Deaf at Riverside be commended for the outstanding job it has done and is doing in this educational program for the deaf, and the Assembly of the State of California does hereby extend its grateful thanks and sincere appreciation to the faculty and staff of the California School for the Deaf who have dedicated their labor to the service of helping the handicapped children so that these children can live productive and happy lives; and be it further

Resolved, That the Chief Clerk of the Assembly is directed to forward suitably prepared copies of this resolution to Richard G. Brill, Superintendent, and James A. Hoxie, Assistant Superintendent, of the California School for the Deaf at Riverside.

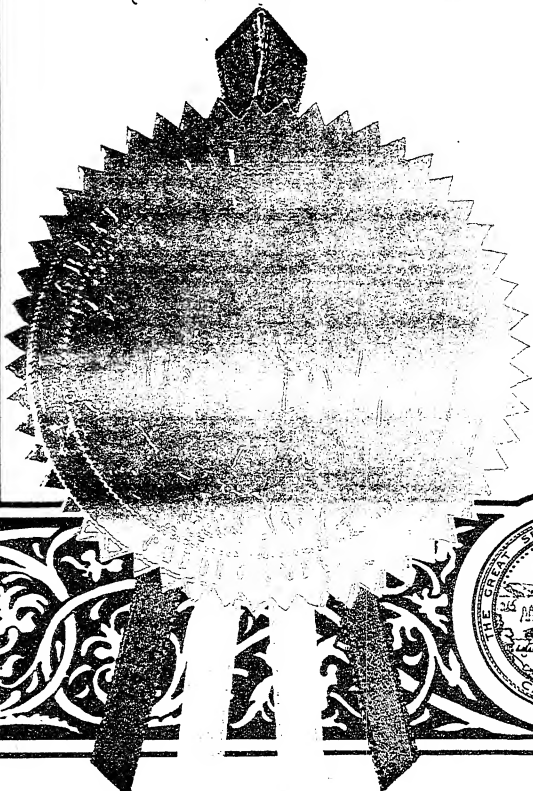
☞ House Resolution No. 567 read and adopted unanimously June 21, 1963.

☞ SIGNED:

Jesse M. Unruh
JESSE M. UNRUH
Speaker of the Assembly

☞ ATTEST:

Arthur A. Ohnimus
ARTHUR A. OHNIMUS
Chief Clerk of the Assembly



The Book Shelf



BOOK REPORTS

High School—

TITLE: *Cheaper by the Dozen*

AUTHORS: Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey

Cheaper by the Dozen is a story about Mr. and Mrs. Gilbreth and their family of 12 children—six boys and six girls. They lived in Montclair, New Jersey, in the early 1900's. The book was written by two of their children. It is a series of humorous happenings in their lives.

Mr. Gilbreth is the leading character. His wife and he were always the efficiency experts at home or on the job. He called it the "motion study." He always carried a stop watch to time his children at their work and had many ideas about saving time. He was a natural teacher and believed in utilizing every minute.

Education was important to Mr. Gilbreth. One time he bought three victrolas—one for downstairs and one for each bathroom—so that when each of the children was taking a bath or brushing his or her teeth, he or she could listen to German or French records. He would teach his children to type by the touch system in two weeks through his motion study method. Not only that—he could teach his children tricks through mathematics. Skipping grades in school was part of his master idea. Because of his home-training program—spelling games, geography quizzes, and study of arithmetic and language—his children were prepared to skip any grade. You can imagine how smart they were.

As the children grew, there were many funny things that happened to them. Every time someone asked about how Mr. Gilbreth could get along with those kids, he would say "Well, they come cheaper by the dozen, you know."

I read this book early last summer. I thought it was one of the funniest books I had

ever read. It sometimes reminded me of my father. He sometimes does the same things that were mentioned in the book.

I learned that in a big family there is a lot of love, happiness and fun, but I don't think I'll have twelve children.

Gregory Lee Decker

Junior High School—

TITLE: *Mystery of the Green Cat*

AUTHOR: Phyllis A. Whitney

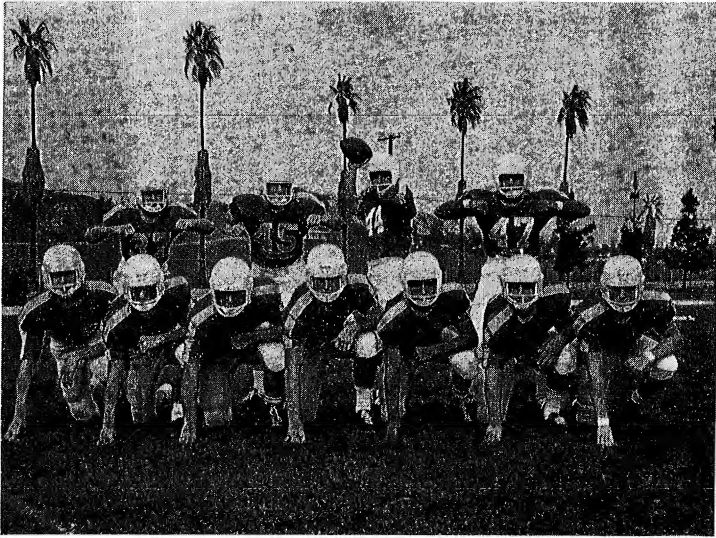
This story tells about Mr. Dallas, his family and their green china cat, who lived near a mysterious house.

Mr. Dallas, whose wife died some time before, went to New York on business. There he met Emily Spenser whose husband was not living either. She had two girls named Jill and Carol. After a while Mr. Dallas married Emily. The two Dallas boys, Andy and Andrin, did not like having a stepmother. Andy tried very hard to be nice but Andrin was very rude at first. The girls liked their stepfather and tried to be nice to the boys. One day by mistake the postman left a letter addressed to the mystery house, at the Dallas home. Andy and Jill took the letter to the mystery house. The two sisters who lived there were very nice. Linda's husband who had been an explorer, was kidnaped while on a trip to China but he managed to send a green china cat to Lydia. There was a room in the house with a lot of curios that Lydia and her husband had collected. Hana and Jill found the green cat in this room. When Jill accidentally broke the cat they found a message saying the bandits killed the man that Lydia's husband was blamed for killing. Lydia was glad Jill found the message.

I liked this story because it was an interesting mystery. And I didn't know what was going to happen next.

Jasqueline Miller

Sports Events



Cubs' Starting Eleven

L. to R.
RE—G. Wilson
RT— C. Garbett
RG—D. Wiley
C—C. Fenton
LG—J. Shopshire
LT—J. Ferraz
LE—W. Duckworth

L. to R.
RHB—B. Quartermus
FB—P. Vincent
QB—David Cisneros
LHB—J. Moore

Cubs Win Season's Opener

On October 4 the CSDR eleven opened its football season with an impressive league victory over Boys' Republic of Chino by the score of 19 to 7. Boys' Republic, winner of two non-league contests, found themselves up against a solid Cub line.

The first quarter ended scoreless, but then the CSDR offense began clicking. Breaking away for long gains on the ground and by air, the Cubs moved the ball to the Boys' Republic one yard line. From there Jerry Moore broke through for the first touchdown. The placekick for the extra point was blocked.

Recovering a Boys' Republic fumble on their own 48 yard line, the Cubs mounted another offensive. Long runs by Jerry Moore and Paul Vincent advanced the ball to the Boys' Republic three yard line. Two plays later Moore went over left guard standing up for the second touchdown. Vincent ran over for the extra point, making the score 13 to 0.

In the third quarter Boys' Republic got its offense going, with a combination of running and passing plays. The Boys' Republic quarterback swept around left end to pay dirt and a pass for the point-after-touchdown put Boys' Republic within one touchdown of the Cubs.

In the closing minutes of the third period CSDR gained possession of the ball on downs at their own 23 yard line. Burton Quartermus and Jerry Moore broke loose for long gain on

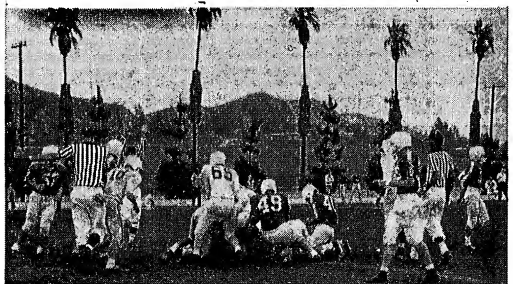
key plays. With Moore, Quartermus, and Vincent taking turns in carrying the ball, the Cubs moved close to scoring territory. David Cisneros went down the middle to the one yard line and on the next play crossed over for the third touchdown. The extra point attempt failed.

Boys' Republic tried to mount an offensive in final period of play but a stubborn CSDR defense held them off time and time again. In the waning minutes the Cubs had the ball and were threatening to score again.

Linemen who deserve mention for their fine performance are: Craig Fenton, Jay Shopshire, Denis Wiley, Joe Ferraz and Jack Lambertson.

The Cubs made a very good showing for their first game. It was a fine team effort and it appears that the Cubs will prove to be a strong contender for the league title.

Touchdown !!



1963 CSDR Football Team

Pos.	Player	Ht.	Wt.				
QB	Abenchuchan, Genero	5-3	124	LT	Lux, John	5-7	142
LT	Brewster, Bryce	6-4	194	RT	Lamberton, Jack	5-11	175
QB	Bradley, Harvey	5-5	124	RE	Mahoney, Mike	6-0	154
LE	Bryan, Richard	5-9	162	LH	Moore, Jerry	6-0	180
C	Cardinale, Mike	5-9	162	LG	Marquez, Danny	5-9	163
RG	Coates, Edwin	5-11	142	LE	Parker, Tom	6-3	158
FB	Cisneros, Danny	5-10	151	LE	Pealatore, Robert	6-2	156
QB	Cisneros, David	5-8	160	RH	Quartermus, Burton	5-9	152
RH	Decker, Greg	5-10	144	RT	Reynolds, John	5-4	111
LH	DeLoss, Norman	5-5	112	RH	Sergi, Joe	5-4	117
RG	Diaz, Oscar	5-7	162	LG	Shopshire, Jay	5-9	162
LE	Duckworth, Warren	6-1	186	FB	Strange, Steve	6-0	148
C	Fenton, Craig	6-3	216	RG	Sultan, Howard	5-10	191
LT	Ferraz, Joe	5-10	208	C	Stratemeyer, Steve	5-9	154
RT	Garbett, Clifford	6-0	157	LT	Wagner, Randy	5-4	171
LG	Francis, Fred	5-7	156	FB	Vincent, Paul	5-10	182
RE	Green, Thomas	5-8	142	LH	Villa, Rudy	5-3	107
LG	Hackett, Tony	5-8	172	RG	Wiley, Denis	5-10	186
RT	Idell, Charles	6-1	205	RE	Wilson, Gregg	6-3	172
RE	Jeffus, Gary	6-4	105	RE	Wysocki, Chris	5-8	117
C	Jensen, Jack	5-6	180				

Football Schedule

Varsity				"B" Team			
October	4	Boys' Republic	Home	October	17	Webb	Home
October	11	Big Bear	Away	October	24	Rim of the World	Away
October	19	Twin Pines	Away	October	31	Aquinas	Away
October	25	Rim of the World	Home	November	11	Big Bear	Home
November	2	Aquinas	Away	November	14	Boys' Republic	Home
November	8	Notre Dame	Home				
November	14	Webb	Away				

Cubs Have Hopes for a Bright Season

For the first time in many years the Cubs have a chance to have a winning season in the tough Arrowhead League. Last year we won three games and lost four. This year we hope to do much better than that. This year more than forty players came out for practice and thirty-three of the players have had past experience. The line this year is big and strong. It averages 184 pounds. The starting line will be made up of veterans from last year. Several freshmen will be available as subs and should see lots of action.

Our backfield, although averaging only 168 pounds, has plenty of speed in Moore, Cisneros and Quartermus. Coach Lanzi has a number of good plays worked out including pass plays and some tricky ball handling.

With a powerful offense and a defense that held Poly JV's to a single touchdown in scrimmage, we have hopes for a very successful season.

City Recreation—Softball

For several years our girls in GAA and GRC have participated in the City Recreation League activities in basketball and volleyball and have won trophies almost every year. This year the Parks and Recreation Department has started a league in girls softball for the fall season and has moved volleyball into the spring season. Because of scheduling difficulties it was decided to field only a Junior High School team composed of girls from GRC.

The schedule will open the middle of October and the girls will play against girls from junior high schools in Riverside as well as groups from other organizations. Our girls have not had much experience in softball but we hope that they will continue to show the team spirit, fair play and good sportsmanship that other CSDR teams have shown in the past.

KEYNOTE—

(Continued from Page 14)

a question in English, and is prohibited from asking the question in any other way that he may have available to him, the result may be that he is losing out on an important step of the developmental psychological pattern which ultimately leads to the maturing of the mind to the point where it considers the abstract as frequently as it is concerned with the concrete. The often noted fact that many deaf children of deaf parents do better in school is quite probably a result of earlier mental stimulation.

J. S. Bruner in his book *The Process of Education* deals with the importance of the teaching and learning of structure rather than simply the mastery of facts and techniques. (6) He states that this is at the center of the classic problem of transfer. The human memory is such that unless detail is placed into a structured pattern the detail is rapidly forgotten. Individuals must understand certain fundamental ideas and principles and then they are able to have some feeling about the details that are involved. A class of sixth-grade children discussed the physical characteristics of geography that would make cities develop. After such a discussion this class located on a physical map the places where cities would logically develop and found that they were in close agreement with where cities were actually located.

Similarly illustrative is the situation in Biology where the principle organizing concept is "What function does this thing serve?" rather than a literal memorization of details. This means that the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that gives structure to that subject.

We have both intuitive and analytical thinking. Analytical thinking characteristically proceeds one step at a time while in intuitive thinking a person arrives at an answer with little if any awareness of the process by which it is reached. The two forms of thinking should be complementary. After intuitive thinking the individual should go back and find the analytical steps. This means that we should teach people to make "educated guesses." We must have self-confidence to do this and also willingness to check and admit when the guess is wrong. The person who is insecure cannot do this. If grades or marks are the basic motivation for learning, this may in-

hibit intuitive thinking. The acquisition of factual knowledge is the thing that is most easily graded, and a person may go far wrong in making an educated guess as a result of intuitive thinking. In spite of the fact that the individual may come up with the wrong answer, it may be much better for him in the long run to have had this practice in the skill of intuitive thinking rather than devoting his time to the memorization of facts which will result in a good grade.

Marjorie Magner has well described the broad horizontal picture of a good curriculum at the primary level in a school for the deaf. (12) She states:

"The nucleus around which the entire program is formed is the individual deaf child and his fundamental need for language. He must first become a social being. The adjustment to school, and learning to share materially and socially with others must be a part of the general curriculum. Deaf children, like hearing children, have to be taught the difference between 'mine' and 'thine,' the importance of taking turns, and all the other social graces; but because of their deafness and language handicap, this is often more difficult for them to learn. In the primary grades we must aim to help deaf children make this adjustment to the extent that they can participate in group activities and work together with varying degrees of success in common academic activities. Sharing ideas, taking turns in recitations, watching as a member of the group for the speech of classmates and teacher, taking pride in personal success and in the achievements of others, and learning to apply lessons learned yesterday to activities of today must begin in the lower school."

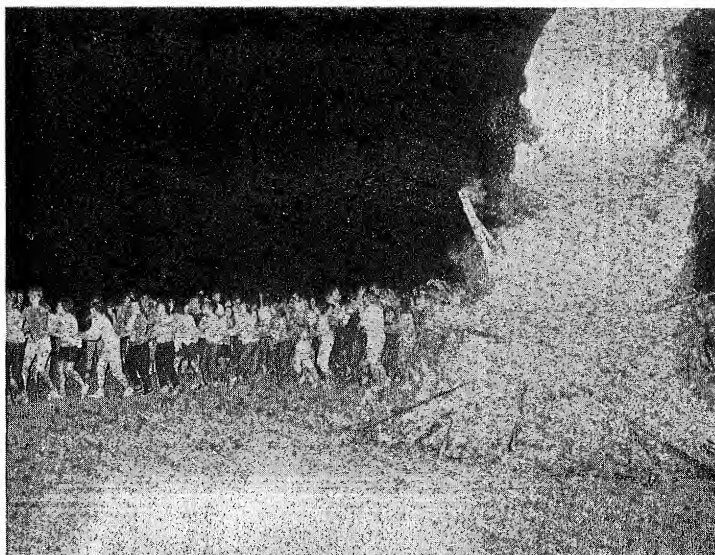
Because of the tremendous amount of work in language and speech and the other kinds of things just described Miss Magner does not believe that specific subject matter in areas such as arithmetic, science, and social studies can be handled in the primary grades with deaf children other than certain basic concepts which are fundamentally language concepts.

The field of science offers many opportunities in developing deaf children and meeting some of the deficiencies that we have noted above. A number of good science teachers have pointed out what can be done in teaching science to improve the thinking of deaf children. Peter Owsley wrote on teaching sci-

(Continued on Page 28)

Pep Squad Sponsors Pre-Game Rally and Bonfire !

We want a touchdown!
Let's go big team, let's go!



Yea Team !!

The pep squad is opening the season with fifty members; twenty-one are new to High School.

We have been busy practicing the yells in our speech classes and at our regular Tuesday meetings so that we would be ready for the pep-rally bonfire on October 3 and the first game the following day.

Susan Bell, Karen Kleiman, Connie Paine, Jeanette Estes and Sheryl Crawford are the new cheerleaders and Patsy Carlsen, Shery Hudson, Jewel De Witty, Laura Dinndorf, Sharon Russell and Diane Goldsberry are our pompon girls. Froetter Nelson is the drummer.

Dynamo!

Dynamite!

Come on boys!

Fight!

Junior Pepsters

The first meeting of Junior Pepsters was held in the Social Hall, September 24 at 4:00. The girls present chose Jarris Newell for president and Pam Jordan for treasurer. Jackie Miller will pep up the cheerers by being song leader for the group. The current cheer leaders are: Janet Smith, Kathy Carlsen, Rosie Kutscher, Lily Miller, Sandra Russell, Linda Parker, Sharon Nunn and Pam Jordan.

Junior NAD

The final meeting of the Junior National Association of the Deaf was held in the Social Hall on May 19, 1963. Mrs. Gene Guire, a deaf lady, gave a short talk on her job with the San Bernardino county office. Her work involves verifying real estate boundary lines. Her talk gave us additional proof that the deaf can succeed in different kinds of work. After her talk an election of new officers for 1963-64 was held. Rene Gamache was elected president. He is a senior, eighteen years old and one of our star athletes. Rene lives in San Diego. He has a deaf sister and brother. He hopes to attend Riverside City College and study in the field of electronic engineering. Laura Dinndorf was elected vice-president. Laura is a junior. She is seventeen years old. Her aim is to go to Gallaudet College. Sharon Russell was elected secretary. She is a junior. Sharon is seventeen years old. She has attended school for the deaf in Tennessee, Arkansas, Indiana and Kansas. Pat Moran was elected treasurer. Pat is a junior. She is eighteen years old and she is engaged to a graduate of CSDR, Frank Scolaro. Jay Shopshire was elected sergeant-at-arms. He is a junior. Jay is eighteen years old. He has a twin sister. His aim is to attend Gallaudet College.

Girl Scout Troop 175

This year marks the start of a new program in the Girl Scout organization. There will be four national groups, instead of the three age divisions of past years. Our troop will be a Cadette troop. Fortunately the uniform of white blouse, green skirt and badge sash is similar to that with which we are already equipped.

Mrs. Hanson and Miss Paul are the co-leaders and assisting them are Mrs. Fishler, Miss Clark, Mrs. Reese and Mrs. Steigerwald. Meetings will be held twice a month this year. We are taking one dollar for the new Cadette book which each girl must have out of each girl's account. The registration fee of one dollar will also come out of the girls' individual accounts rather than from the Student Fund as in past years. Girls will continue to pay individual dues of 10c per meeting.

At the first meeting on October 1, many of the girls showed interest in the program that is planned for this year. The first overnight trip will be the weekend before Thanksgiving, November 23 and 24. The girls will go camping at Idyllwild in the mountains.

Girl Scout Troop 337

Girl scouting will take on a "new look" this year with a completely new program and new handbooks. The troop is very proud that each of its 31 members now owns her own book.

Tentative plans for the year, in addition to working toward badges, include overnight trips in both fall and spring semesters and some exchange of meetings with a big sister troop.

Boy Scout Troop 18

Troop 18 opened the year with forty-six members. The troop has been organized into four patrols. Patrol leaders are: Tony Hackett and Genaro Abenchuchan, Cobra Patrol; Stephen Stratemeyer and David Conti, Raccoon Patrol; Mike Cardinale and Tommy Parker, Flaming Arrow Patrol; Rodney Nunn and John Smith, Jaguar Patrol. Howard Sultan will act as Senior Patrol Leader.

Major aims this year will be advancement and a completely uniformed troop. The co-operation of parents is requested in obtaining uniforms for all boys who are members of the troop.

The first overnight campout will take place October 12-13 at Barton Flats.

Another trip will be made to the beach during the spring semester.

GRC News

G.R.C. held its first meeting September 25, 1963. The officers for this year are: President—Arlene Marsh; vice president—Karen DuQuin; secretary—Sandra Russell; treasurer—Sharon Nunn; volleyball manager—Pam Jordan; basketball manager—Janis Saghy; softball manager—Maria Loera.

The girls are now organizing a softball team which will play in the Riverside Recreational League. The league play will start in October.

The girls in GRC are: Kathy Carlsen, Sharlene Clemons, Diane Delgrolice, Janice Dienst, Vickie Disbrow, Gene Fischer, Judy Goldsberry, Beverly Greer, Rosemary Kutscher, Jackie Miller, Lilly Miller, Linda Parker, Connie Prudhomme, Edith Reed, Karen Renno, Mary Ann Rose, Marlena Rosendahl, Ellen Thielman, Velia Thompson and Karen Thompson.

Sandra Russell
Secretary of GRC

GAA Officers

The officers of the GAA are: Carol Visser, president; Pat Moran, vice-president; Nancy Burrell, secretary; Loretta Conti, treasurer.

The following managers were selected: Laura Dinndorf, volleyball; Susan Bell, softball; Evelyn Brown, basketball; Sylvia Acosta, tumbling; Judith Tamez, hockey.

New members of GAA are Connie Paine, Judith Joiner, Rosemary Piazza, Michelle Craig, Bonnie Schwartz and Jennifer Markee.

Student Body Organization

The officers of the Student Body Organization meet every Wednesday afternoon. In the meetings we suggest new ideas, discuss topics of interest and make suggestions to improve our school.

On Sunday, September 22, there was a general meeting of the members of the organization. In the absence of the president, Ronald Scolaro presided. Ronnie gave a short speech and introduced the officers. Each officer spoke on the duties of his office.

The Student Body Organization held their first party on Saturday, October 19. The theme of the party was "Beatnik." The students came dressed in their "best." The students enjoyed dancing, games and refreshments. The next party sponsored by this group will be a Christmas party in December.



Pachappa I

All the boys in Pachappa I are happy to be back at school. There are eighteen new boys in our dormitory. Five boys are new to our school. They are Robert Green, William Noftsgger, Paul Simons, David Witchell and Bruce Fry.

Pachappa II

There are thirteen new boys in Pachappa II. They are Maurice Abenchuchan, Larry Adams, Mark Aguirre, Gerry Bragg, Gordon Cook, Paul Delgrolice, Johnny DuQuin, Michael Farnaday, Jimmy Hanna, Steven Kelly, Roger Lewis, David Smith and Jimmy Yingst.

Jackie Contreras and Jimmy Stinson went to Bible School at the Baptist Church this summer.

Gordon Cook came from Germany.

Barney Hawkins went to see the car races.

Pachappa III

Faith Winter went camping. She slept in a tent.

Jill Meinke has a new puppy.

Rose Attwell went camping in Sequoia National Park.

Cathy Quinn visited her grandparents in Pennsylvania.

New girls in Pachappa III are: Lisa Assolin, Cathy Bartlett, Tina Di Giacomo, Frances Evanston, Carol Fry, Terry Grohs, Diana Harrington, Emily Martin, Cheryl Millwee, Marjorie New, Donna Pratt, Christy Selby, Paulette Sottak, and Debbie Williams.

Rubidoux I

Billy Stohr, Jimmy Curtis and Stephen Longo are all new to our school.

Rubidoux I boys are enjoying playing football with their new counselor, Allan Close.

Every weekend Mike Butterfield wants to hurry home to see if his family has moved into their new home which is nearing completion.

The building of various types of car, boat and airplane models is now the prevailing hobby with many Rubidoux I boys.

Rubidoux II

Hannah Potter's baby sister celebrated her first birthday this summer. They had ice cream and cake.

Gloria Estrado let her hair grow long this summer. After she came back to school she decided to have it cut.

Sandra Day moved from Apple Valley to Riverside this summer. She likes her new home but misses her father who is in the service and had to go overseas.

Estela Lugo and Kathy Gaines are new students in Rubidoux II.

Rubidoux III

Rubidoux III welcomes nine new girls to CSDR. They are Kathy Powell, Sharon Noss, Wanda Schuetz, Everline Arrington, Sharon Frazier, Joanne Taylor, Sandra Meier, Norma Weaver and Janice Garey.

Sarah Marentez and Hazel Mosley were our "Happy Birthday" girls in September.

Lassen I

Lassen I began the new year with all new boys. Twenty-eight moved over from Lassen II. Kenneth Schwartz came in from Compton School.

All the boys are very enthusiastic about intramural sports after school, as this is their first year to participate. They are now playing flag football every afternoon from 4:00 to 5:30 with the boys in the Palomar dorms.

Lassen II

Lassen II had nine new students this fall.

We welcome them all to our dormitory. We are also happy to have the other boys who moved "up" to Lassen II from Rubidoux I.

Palomar I

We have elected our Student Council for the year and are planning a busy and effective year. The officers are Ronald Slobe, president; David Strange, vice president; Rene Gamache, secretary; Charles Hafer, treasurer; and Burton Quartermus, junior representative.

There are only seventeen senior boys this year, but we hope to make the school as proud of us, as we were of the "Big Class of '63."

Palomar II

John Daigle returned to school a week late. He and his family were at Yosemite National Park where they camped for five days. His family has a trailer and during their stay at the park some of the family slept in the trailer while others slept in a tent. They had such a good time that John did not want to leave.

Jerry Moore, Jack Lamberton and Howard Sultan watched the Dodgers play St. Louis on August 21. The game lasted 16 innings with the Dodgers winning it by a score of 2 to 1.

Palomar III

Palomar III welcomes four new boys to CSDR this year. They are David Clark from San Diego, Thomas Green from Oceanside, Gary Meier from Torrance and Billy Tollison from Los Angeles. We hope they enjoy making their "home away from home" with us.

Steve Stratemeyer was a very lucky boy this summer. He went on a vacation to Hawaii with his parents and sister. Steve has been wearing some beautiful Hawaiian shirts to school.

Shasta I

An interesting letter was received from Cheryl Henderson who is now going to the School for the Deaf in Brighton, England. Cheryl was a student with us last year and she misses CSDR and her many friends. At her new school she has to wear uniforms, she can not go home on weekends, and **no lipstick!**

A Student Council meeting was held and the following girls were elected to office: Loretta Conti, president; Sue Cameron, vice-president; Sharon Russell, secretary; Marsha Sandusky, treasurer. Congratulations, girls.

The Shasta I girls welcome Bonnie Schwartz to the dorm. This is her first year in a school for the deaf. She formerly attended Roosevelt Junior High School in Compton. We are all happy to have you with us, Bonnie.

Shasta II

Shasta II welcomes six new girls to our dormitory this year. Judith Joiner lives at Corona and attended the Illinois School for the Deaf before coming to California in June. Constance Paine lives at Panorama City and has been a student at Birmingham School. Jennifer McKee comes from Lake-wood and has been registered at Dominguez High School. Michelle Craig attended Montclair High School last year. Mari-louise Hale moved here from Pennsylvania and had been enrolled at Mt. Airy School in Philadelphia. Rosemary Piazza lives at Monterey Park and had attended Alhambra High School last year.

Karen DuQuin is happy that her little brother, Johnny David, is attending Lower School this year.

Diane Goldsberry enjoyed her work this summer as a Candy-Striper at the City of Hope Medical Center. She earned 252 hours in Occupational Therapy, Dietary and in the Biology Chemistry office.

Six Teachers Join CSDR Faculty

Mrs. Patricia Batchelder has returned to CSDR after an absence of two years, during which time she taught in Hawthorne School in Oakland. Mrs. Batchelder received her teacher training at San Francisco State College and taught at this school for three years. She is presently teaching in CSDR's Elementary School.

Miss Velia Knight is from Cleveland, Ohio. She completed her training to teach the deaf last year at Los Angeles State College. Miss Knight is teaching in Elementary School.

Mr. Edgar Shroyer comes from Hialeah, Florida. He holds a B.S. degree from Ohio State University and an M.A. degree from Gallaudet College. Mr. Shroyer worked as a supervisor (counselor) at the Ohio School for the Deaf while he was doing his undergraduate work at the university. He was also assistant counselor at the Kendall School for one year. Mr. Shroyer has deaf parents. He is teaching in Junior High.

Mr. Leslie Rudy is from Wenatchee, Washington. He trained to teach the deaf at Gallaudet College and then taught one year in Arizona and one year in New Mexico. He is now teaching in Elementary School. Mrs. Rudy is also a teacher of the deaf.

Mrs. Marguerite Stone trained at the Lexington School in New York City and is from Washington, D.C. She taught at the Lexington School, a private clinical foundation in Salt Lake City and the Tracy Clinic. Mrs. Stone is now teaching in CSDR's Elementary School.

Mrs. Florine Strong is from Little Rock, Arkansas, and she received her teacher training at the University of Arkansas. She did her undergraduate work at Philander Smith College in Little Rock. She taught for six years at the Arkansas School for the Negro Deaf and Blind. She has also been an Assistant Home Demonstration Agent for the Agricultural Extension service in Arkansas.

CSDR Welcomes New Counselors

Mrs. Ida Judy Bassier is a graduate of Southern University in Baton Rouge, Louisiana. She received a Graduate Assistantship to attend Bowling Green State University where Mrs. Bassier worked on an M.A. degree in speech and hearing therapy.

Mrs. Winifred Cawley-Way previously worked at the Berkeley School for the Deaf for five years. She was born in England and went to school at Oxford. She has lived in

Canada and was in the Canadian Army for four years. She usually spends her vacations nursing in the Mother Lode country.

Allan Close attended Walla Walla College for two and a half years and majored in mathematics. He was then drafted into the army and received training as a medical specialist. He served an 18 month tour of duty in La Rochelle, France, and came to Riverside in May of this year.

Tom Faddis, a new counselor in Palomar III, worked in the Boys' Guidance Department at the Sherman Institute in Arlington for the past three years. It is a boarding school for Indians who live on reservations in Arizona, New Mexico and parts of Utah.

Mrs. Frances Hanson acquired her education in Waukegan and Milwaukee, Wisconsin. She was director of Occupational and Recreational Therapy and co-ordinator of Volunteer Services at Clarinda Iowa State Hospital.

For twelve years Mrs. Hanson worked as an occupational therapy aide at the Knoxville, Iowa, V.A. Hospital. She was director for American youth activities in Munich, Germany for three years with the USAF.

Walter Luehr lives in Loma Linda. He is a pre-med student at La Sierra College. He worked at Patton State Hospital for four years as a psychiatric technician.

Harlan Sharp has studied at Pacific Union College in Angwin, California; Napa College in Napa, California; Arizona State University and Southern California Institute for Psychology in Los Angeles. He has done social work in Phoenix, Arizona, Riverside County and with Miller Medical Clinic in Pomona.

Mrs. Wilma Trausch has been a supervisor at the California Institute for Women at Chino for the last two and a half years. She formerly taught in Nebraska schools. She was a Girl Scout Leader, PTA president and a Gray Lady with the Red Cross at March Air Force Base.

Dona Morrisette is a native of California. She completed three years of undergraduate work at Brigham Young University in Utah. For the past two years she has been a counselor at the School for the Blind in Berkeley.

Mrs. Elizabeth Davis comes from Baton Rouge, Louisiana. She took preparatory nursing at Southern University and continued at the Pasadena City College school of nursing and Los Angeles State.

Lillyus Stowers, who has returned to the staff after a brief absence, is a graduate of Riverside City College and has attended UCR and Orange State College.

New Teachers



Seated, L. to R.
Miss Velia Knight
Edgar Shroyer
Mrs. Florine Strong
Standing, L. to R.
Mrs. Marguerite Stone
Leslie Rudy
Mrs. Patricia Batchelder

New Counselors



Seated, L. to R.
Mrs. Frances Hanson
Miss Donna Morrisette
Mrs. Lillyus Stowers
Miss Mary McCarty
Standing, L. to R.
Tom Faddis
Allen Close
Walter Luehr
Mrs. Wilma Trausch
Mrs. Winifred Cawley-Way

KEYNOTE—

(Continued from Page 21)

ence to deaf children, and particularly in the elementary school. (13) He points out that deaf children are hungry for knowledge and that science must foster the ever questioning why. Every child is not going to become a scientist, but we must help children develop a scientific attitude toward the world. The accumulation of facts about science and technology must be seen as secondary to the mastery of a scientific method of thinking. There should be a mental habit of questioning what? why? and how?

The elementary school with no formalized class in science can be aware of the scientific world. Butterflies and other insects can be observed and discussed, the weather, a trip to the boiler room to see sources of central heating, and the wind for kite flying in the spring become part of the curriculum. Science should be built on problem solving. If the science program is to help children prepare for tomorrow it must do three things; (a) lead them to a greater understanding of the world around them, (b) foster effective ways of thinking about the world, and (c) help develop a scientific attitude toward it. Mr. Owsley seems to be specifying for the field of science the kinds of things that Dr. Bruner was referring to for the field of general education.

Another matter that concerns our curriculum and our methods of teaching has to do with the question of using adaptations or specially prepared textbooks for deaf children. E. H. Igleheart has pointed out that in the advanced department of most schools for the deaf all but the exceptional child fits into one of three general categories, no matter what the grade level. (14) First is the group that is extremely limited in skill level and often consists of students in the upper teens with a third or fourth grade achievement level. The second group is the borderline category which has an achievement average of approximately three years below grade level and is more proficient than the first category but is not proficient enough for the third category. The third group is often called the average class. It usually has an achievement average of approximately two years below its grade level. Mr. Igleheart believes that the first category mentioned should have the opportunity to use adapted materials. The second category of students may use adapted materials from time to time. It is certainly easier to teach these pupils with this material, but the teacher should work harder to help the students

obtain a higher level. In the third category, made up of those we consider the average but are usually the best, the teacher and the student should work to use regular materials and adapted materials should not be allowed. This is one expressed viewpoint and the question of to what extent adapted materials might be used in the middle grades is still an open one. Do we know whether adapted materials, particularly in reading, would result in a greater improvement through the middle years and thus a higher level of attainment in the advanced grades, or not?

Mathematics teaching is currently going through a whole revolution in the public schools and I feel sure that it is incumbent upon the schools for the deaf to see that teachers of arithmetic and of mathematics go through the re-training processes that are being made available to math teachers in other schools, and that our teaching methods be revamped in our schools for the deaf. Apparently both Gallaudet College and the University of Illinois are going to be making programs available for teachers of the deaf to become knowledgeable in the new math. One authority on the new math has stated that geometry is being integrated with algebra and may soon disappear as a separate school subject. However, he states that about 25 percent of the material is new while 75 percent of the material is old. Most of the change is in the method of presentation. This authority also states that much of the new math was in high school texts of the period from 1900 to 1908 and has been out of the texts for the past 55 years. Now they are making a comeback. It has also been predicted that the mathematics we will be teaching at the secondary level 10 years from now hasn't been invented yet.

Our original definition of curriculum stated that it included all the experiences of the pupils including both classroom and extra classroom activities. The so-called extracurricular activities, which more accurately have been called co-curricular activities, are an extremely important part of the curriculum for deaf children. The fact that deaf children do not have normal communication skills in turn affects their social, psychological and emotional development as well as their general educational development. This in turn means that it is the responsibility of the school to teach many things that children with normal communication skills may naturally absorb from their environment. For this reason, such disparate things as athletics, dancing, scouts, pep squad, and student government are all ap-

propriate parts of the curriculum.

At the California School for the Deaf in Riverside, when we first opened the school ten years ago, our older students came to us primarily from day school programs where they had been in classes with hearing students in regular public schools. When we started our first athletic programs we found that not only did these boys not have many athletic skills that had been developed, but they also frequently had a spirit of quitting. Whenever they were behind they tended to quit and gave as an excuse that hearing boys and girls could always do things better than they could and they didn't have a chance, or else they strongly implied that hearing boys should let them win because they were deaf. They had been so indoctrinated with the idea that other people should always help them that this carried over into all kinds of competition. It took a few years of education to change this basic outlook and to teach deaf boys and girls that they should expect to compete on even terms with hearing people and not be given special privileges because they are deaf.

We spend one twenty-minute period a week teaching dancing to our junior high school boys and girls. It is our experience that without this special instruction, which is needed in order to keep up with the latest dance steps, our deaf boys and girls appear quite different on the dance floor from hearing boys and girls, or else they are unwilling to dance, particularly in public. With this special instruction, we overcome this appearance of difference from their hearing counterparts. A by-product of it is that we find that our students walk with more grace after having had this kind of dancing instruction.

We have five scout troops at our school and a pep squad and we believe that these activities, in addition to the specific skills that are taught, help our deaf children to be much more like hearing children of the same age.

We believe that student government has many values ranging from practical knowledge to democracy in action and the building of responsibility to a knowledge of the procedures and mechanics of conducting meetings. All of these things are important and we consider them to be part of the total curriculum.

A school for the deaf that is going to attempt a high school program with the appropriate curriculum is faced with a fundamental problem in regard to the preparation of its teachers. The same problem faces a college that is designed to have a program for the

deaf, although the solution on the college level and the solution on the high school or school for the deaf level may be somewhat different.

Traditionally we have believed that a teacher of the deaf must have his area of concentration in this particular field of techniques and methodology of teaching deaf children. Generally the people who have become teachers of the deaf have not had an extensive background preparation in a particular content field, particularly on the level which is taught in a high school. Yet for a bona fide high school program a science teacher should have been a science major, a math teacher should have been a math major, a history teacher should have been a history major, and so on. Combining these majors with an additional major in the field of education of the deaf, and on top of that having relatively few deaf children that reach a true secondary level, has contributed to the weakness of secondary education programs for deaf children. It is my opinion that it is still necessary for a teacher of the deaf on the secondary level to have a good preparation as a teacher of the deaf. However, I think the individual should also have a good preparation in his content field. It might be that on the secondary level the teacher should first of all have his bachelor's degree in a content field, not professional education. His preparation as a teacher of the deaf would be exclusively graduate work on the master's level. The good teacher will then do his summer session and extension work in the content area field so that he can keep up with new developments and extend his knowledge of that field.

On the college teaching level graduate work in the content field may be required all the way to the doctorate, and certainly at least to the master's level. But then if the teacher is truly going to understand deaf students he must have a substantial period of time learning about the language handicap of deaf children and learning about the effects of deafness in general. A week or two of classes in manual communication does not give this to anybody. A college teacher of the deaf should have only a halftime teaching schedule the first year or two and have a well structured program to learn about the educational effects of deafness for the balance of his time.

Dr. Conant stated that a high school below a certain number of students is not satisfactory. The particular number of students that he specifies does not necessarily apply to a

high school for deaf students. More important than the number of students is the number of teachers. As stated earlier, it is important to have teachers on a high school level who are subject matter specialists. A high school for deaf children should have no more than 10 students to a classroom teacher and if this is the case, a high school of a hundred students with ten teachers, each being a specialist in a different subject matter area, can provide a very adequate faculty for a bona fide high school program. It can probably be done with a smaller number.

Most of the problems that are faced by a public school district that attempts to have a high school program for deaf students, integrated or segregated, result from the small numbers. If a special class or two are set up in the high school with all of the deaf high school students being taught by a particular teacher of the deaf, then the teacher of the deaf cannot be expected to be a specialist in each of the high school subject matter areas. On the other hand, most bona fide deaf students still have such a language handicap and communication problem that placing them in a class in government, or American Literature, or high school physics with a class of 25 to 35 hearing students is not practical. Many deaf students have sat through such classes, and in fact have been given passing grades by the instructor who didn't know what else to do with them. In fact some have received high school diplomas as a result of these passing grades, but it is the rare exception that has been able to obtain a real high school education in this way. And yet, in the present age, a person who has less than a high school education is going to have a very difficult time making his way as an adult in our society. This certainly has tremendous implications for the curriculum of our schools for the deaf and the type of school a deaf secondary student should attend.

An article by Edward Chase in the April, 1963, issue of *Harpers* entitled "Learning to be Unemployable" points out that unskilled jobs today account for only 5 percent of all United States employment. (8) In the 1960's on the average some 2.5 million jobs will be eliminated annually by automation. Yearly we lose a quarter of a million "entry" jobs, the kind whereby youth matriculate into the work world. During the 1960's 50 percent more of youths from 14 to 25 years of age are going into our labor force than in the 1950's.

Projections provided by the Division of Manpower and Employment Statistics of the Uni-

ted States Department of Labor showed that we will need 50,000 new carpenters annually in the 1960's, 5,000 new tool and dye makers and appliance servicemen, and 10,000 new plumbers. We will need many times the current supply of technicians—aids to engineers; guards, dry cleaners, policemen and waiters. We will need more stenographers and secretaries, but fewer typists (more copying will be done by duplicating machines).

Chase also states that the chief "handicap" of young people and adults today is often the lack of functional literacy (ability to read at the fifth-grade level). In Chicago, a substantial number of relief clients have been able to find work after receiving basic instruction in reading and writing at evening and summer classes sponsored by the city welfare department.

The implications for the vocational programs in schools for the deaf brought out by this article and continually re-enforced by the social change and automation around about us should certainly be considered carefully by our schools for the deaf in their vocational programs. Traditionally the printing industry has been the one industry with more deaf men in it than any other, and it has been one of the highest paying industries. One of the largest newspapers in the United States is the *Los Angeles Times*. It has hired quite a number of deaf linotype operators in the past. The *Los Angeles Times* now has a new computer machine which after conversion is completed will almost completely eliminate the linotype operator. With this new development, the reporter will type his story as he does now, and in addition to the story being on a sheet of paper it will also produce tape that when fed through the computer will then set the type on the linotype machine. In addition to that, the story of the reporter will go to the editor who will make his editorial changes which will go on another tape and be fed into the same computer and make the change in the type setting before it is set. Already many newspapers have all of their stories that come to them by Associated Press or any other national newswire come in on a ticker tape which is fed directly through the linotype and works the linotype automatically. Thus, the traditional type of printing that has been taught in our schools is beginning to wane. On the other hand, there is a tremendous increase in the use of offset printing with many private companies having their own offset printing plants for their own house use and providing more jobs for those skilled in

this area. This is one field which is illustrative of the fact that schools for the deaf must continually change their curriculum in the vocational fields if their graduates are going to be employable on the labor market.

In Riverside, California, we have had a pioneer program in the City College. Riverside City College has a two-year vocational program where the student is a vocational major. (4) It also has a two-year academic program for those students who are going to transfer to a four-year academic college. The students with a vocational major are required to take a minimum of four academic subjects. By putting two trained instructors of the deaf on the Riverside City College faculty we have been able to send deaf students to Riverside City College to further their vocational major and they receive their academic work either through a special instructor of the deaf going to the class and manually interpreting the lecture of the instructor, or teaching the deaf students in a special class. The four academic subjects are English, history, health, and psychology. The special instructors also maintain a liaison between the deaf students and the vocational instructors.

This program has been quite successful, with the values being in various areas. The deaf students have learned to get along quite well with hearing students in that college situation. They have had the opportunity of working with hearing students in the shops, and under hearing instructors who are not particularly familiar with the deaf. This is a good transitional program before going on to a job where the same kinds of conditions will be met. In addition, these students have had the opportunity of gaining more independence because they do not live at a school for the deaf. This is not a residential college, so these students must find their own rooms or apartments and provide their own meals. At the same time, they have the instructors of the deaf at the college who are interested in them and who can still help them with their personal problems. Again, this is a good transition from the school for the deaf into the adult society they are entering.

While it is true that there are many other states that do not have this kind of junior college program, it is also quite true that there are many technological schools in various parts of the country. It is my opinion that this kind of a program with special instructors at those technological schools should be utilized throughout the country for deaf students who need further education. This would include

most of the students who graduate from schools for the deaf in addition to those who are going on to Gallaudet College.

This junior college program is not a substitute for Gallaudet College and it is not a preparation for Gallaudet College. It is a complementary program. I believe that deaf students who can benefit by a liberal arts education should go to Gallaudet College, and should have the benefit of their special instructors for the deaf.

I do not agree with many of my colleagues around the country who are again trying to initiate the establishment of a national technical institute for the deaf. As I stated above, I think there should be technical training on a higher level than our schools provide, but I believe this should be in regional centers in schools that are already established for hearing students. There are a number of reasons that I think this would be better than trying to establish a national technological institute which is exclusively for the deaf. Among these reasons is the fact that I believe it would be almost prohibitive in cost to equip the kinds of shops that would be necessary to provide a wide range of vocational and technical training. We already have the institutes built and in many cases very well equipped, and I believe they should be utilized. Second, our experience at Riverside City College shows that we have about a 50 percent mortality rate in that program and this is not at all unusual for a junior college program. I do not think it would be economically worth while to send a student half way across the country for a few months of vocational training and then have him drop out of the training and go home before he was able to receive any benefits from it. Third, if a national technical institute for the deaf were established it would mean that these students would not be getting the benefit of beginning to work with hearing people and thus getting a transitional step into the hearing, working world. Fourth, placement problems for the graduates of a single national technical school would be rather great. Most of the students would probably want to return to the area from which they came, and yet they could hardly expect to have the services of the institute in placing them when they come from all sections of the country. Again, regional centers which already have tie-ins for placement would be much more beneficial in the long run.

Therefore, I believe that further education for the deaf student is necessary, but that it

should be in a regional center and not in a national center.

A final area that falls into this broad field encompassed by the word curriculum is that of adult education. San Fernando Valley State College in California, with its federally sponsored Leadership Training Program in the Area of the Deaf, this spring initiated an adult education program in the Los Angeles area. Students in the Leadership Training Program played their part in the establishment of adult education classes on Friday evenings for deaf people in such subjects as child care, language, current events and the economics of buying houses, borrowing money, and insurance. The response was tremendous, showing that the need is great. We are all aware that no one ever finishes his education, and deaf people who have such a limitation on their education to begin with have an even greater need to continue as adults. The normal channels for adult education are generally not open to the big majority of the deaf, and this in turn places the responsibility on present schools for the deaf. This is particularly true for those schools that are in metropolitan areas where the adult deaf tend to congregate. The difficulty is that many of our schools for the deaf are in smaller populated areas where there are not so many deaf adults in the immediate vicinity. In one way or another adult education for the deaf should be provided wherever there are substantial numbers of adult deaf and this is a great unmet need at the present time.

In May all of us were thrilled by the 22-orbit flight of Gordon Cooper, who by coincidence took the same amount of time, 34 hours, as did Charles E. Lindbergh on his flight from New York to Paris 36 years ago. The comparison of the two flights, with all of the scientific contrasts, is a vivid example of the increase in knowledge and the change in our society during the past 36 years. I am sure that the respective curriculum in our schools for the deaf have not changed in anywhere near the proportions to the changes exemplified by these two flights. Perhaps they should not have changed that much, but the picture is clear that our knowledge is so much greater and is continuing to expand at an ever expanding rate that unless we change our curriculums continually we cannot expect our deaf students to keep up with the modern world.

In summary I have tried to: (a) define the curriculum, (b) point out the effect that the kinds of children we teach have upon the cur-

riculum, (c) point out that methods of teaching as well as content is a fundamental concern of the curriculum, (d) point out the place in the curriculum of activities outside the classroom, (e) make recommendations for the preparation of teachers of the deaf to teach on the secondary and college level, (f) showed we should have great concern about the vocational preparation we are giving our students, (g) advocated placing deaf graduates in regional technical institutes established for hearing students, and (h) pointed up the need for adult education for the individual who is perhaps employed, but in the need of furthering his horizons.

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Dr. S. Quigley Conducts Research

Dr. Stephen Quigley, Associate Professor, Institute for Research on Exceptional Children, University of Illinois, and formerly a research director at Gallaudet College, and an administrator in the U. S. Vocational Rehabilitation, recently spent a week at CSDR administering tests to a group of selected pupils. Dr. Quigley received a \$250,000 grant from the federal government to conduct a comparative study in the educational results of the simultaneous method (oralism plus finger-spelling) and the purely oral method. This is a longitudinal study involving a number of schools for the deaf and will extend over a period of approximately four years.

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